

# Knowledge and Skills Second Grade

## Standard of Learning

- 2.1 The student will identify the basic components and functions of the systems of the human body. Key concepts/skills include:
- a) body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach);

## Understanding the Standard

The student will be able to identify the basic components and functions of the body structures and organs.

## Essential Knowledge and Skills

The student will:

- describe where the chest, abdomen, head, heart, brain, stomach, and lungs are located in the body.
- identify the function of the:
  - chest; (houses heart and lungs)
  - abdomen; (houses stomach and many organs)
  - head; (face and brain)
  - heart; (pumps blood)
  - brain; (tells you what to do)
  - stomach; (helps change food so that your body can use it) and
  - lungs. (helps you use the air you breathe)

## Instructional Resources

- New York Online Access to Health: NOAH – <http://www.noah-health.org>
- American Heart Association: HeartPower Level K-2 – <http://www.americanheart.org> – 1-800-AHA-USA1 – “Sometimes,” “What is the heart?” “What Does the Heart Do?” and “How Does the Heart Work?”
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – “The Human Body and Its Development”
- Marco Polo – Science Net Links and ArtsEdge – <http://Marcopolo.worldcom.com>
- The Human Body – <http://www.learningtrain.net/newpage122.htm>
- Health Body Systems – [http://209.15.142.32/cat61\\_morel.htm](http://209.15.142.32/cat61_morel.htm)

## Assessment Ideas

The student will:

- draw a human body and label the body structures and organs and adjacent to each structure or organ and explain its function.

# Knowledge and Skills Second Grade

## Standard of Learning

- 2.1 The student will identify the basic components and functions of the systems of the human body. Key concepts/skills include:
- b) the principles of correct posture;

## Understanding the Standard

The student will understand that good posture is important to your health.

## Essential Knowledge and Skills

The student will:

- define posture. (the way you hold your body when you sit, stand and move—allows your bones to support your body in the right way)
- describe good posture. (sit and stand tall—hold your head up and keep your shoulders back)
- identify signs of poor posture. (person slumps, upper body leans forward, etc.)
- describe problems that can arise from poor posture. (back and neck pain, poor appearance, etc.)

## Instructional Resources

- School Nurse
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – “The Skeletal System”
- Posture – <http://dmoz.org/Health/Fitness>
- The Posture Guide – <http://postureguide.com>

## Assessment Ideas

The student will:

- demonstrate good posture while sitting, standing, and walking.
- describe problems that can arise from poor posture.

# Knowledge and Skills Second Grade

## Standard of Learning

- 2.1 The student will identify the basic components and functions of the systems of the human body. Key concepts/skills include:
- c) the interconnection of all body systems.

## Understanding the Standard

The student will understand that all body systems are interconnected.

## Essential Knowledge and Skills

The student will:

- define body systems. (a group of organs that work together to do a job)
- identify different body systems:
  - the skeletal system; (group of bones)
  - the circulatory system; (heart and blood vessels)
  - the respiratory system; (helps you use the air you breathe)
  - the muscular system; (all your muscles)
  - the nervous system; (controls your body actions) and
  - the digestive system. (helps your body convert food to energy)
- describe how each system works with other body systems.

## Instructional Resources

- Review 2.1a
- New York Online Access to Health: NOAH – <http://www.noah-health.org>
- Marco Polo – Science Net Links and ArtsEdge – <http://Marcopolo.worldcom.com>
- Net Wellness – <http://www.netwellness.org>
- Human Anatomy – <http://www.innerbody.com>
- Teaching the Human Body – <http://yucky.kids.discovery.com/teachercenter/pg000064.htm>

## Assessment Ideas

The student will:

- describe six body systems.
- select a body system and determine how it works with other body systems.

# Knowledge and Skills Second Grade

## Standard of Learning

- 2.2 The student will explain that personal health decisions and health habits influence health and well being throughout life. Key concepts/skills include:
- how food choices relate to a healthy lifestyle;

## Understanding the Standard

The student will understand how nutrients in foods contribute to good health.

## Essential Knowledge and Skills

The student will:

- describe the food guide pyramid. (the base of the pyramid includes foods from grains; the second tier includes the fruit and vegetables groups; the third tier is made up of the dairy group; the fourth tier is the meat, poultry, fish, dry beans, eggs, and nut group; and the tip of the pyramid, although not a considered a food group, represents fats, oils, and sweets.)
- identify the six main nutrients in foods. (proteins, fats, carbohydrates, vitamins, minerals, and water)
- identify nutrients in the five food groups. (grains and carbohydrates provide energy; vegetables provide vitamin A to keep skin, hair, and eyes healthy; fruits provide vitamin C to keep us from getting sick and keeps skin and blood vessels healthy; milk, yogurt, and cheese provide calcium for strong teeth and bones; and meat, poultry, fish, dry beans, eggs, and nuts provide protein to build muscle, repair the body, and adds iron to carry oxygen in the blood.)
- describe information on food labels.
- identify the importance of eating a nutritional breakfast.

## Instructional Resources

### Dole's Five A Day Lesson Plans

Covers food journals, new fruits and vegetables, measuring portions, and where plants grow. Linked with reading/language arts, math, history, social science, science, geography, health, art/music/dance, agriculture, technology, home school, community service learning, and recognition curricula standards.

Sponsor: Dole

Contact: <http://www.dole5aday.com/index.jsp>

Free

### Elementary Interdisciplinary Curriculum: Every Day, Lots of Ways (EDLOW)

Grades 2-3: Every Day, Lots of Ways (focus – Food Guide Pyramid)

Curriculum to promote healthy food choices.

Sponsor: Pennsylvania Department of Education

[http://www.pde.state.pa.us/food\\_nutrition/cwp](http://www.pde.state.pa.us/food_nutrition/cwp)

### Five A Day The Color Way – “There’s a Rainbow on My Plate”

Grades K-6 (K-3, 4, 5, 6)

Encourages students to eat more fruits and vegetables each day through a variety of lessons and activity sheets. Teacher’s guide, take home literature, and recipes.

Sponsor: Dole Food Company

<http://www.5aday.com>

Free

### **Food Time**

Grades 1-2

Activity-based program to build skills and motivate students to make healthy food choices. Each kit includes teaching guide, videos, magazines, family newsletter, posters, and worksheets.

Produced in 1995.

Sponsor: USDA

<http://www.fns.usda.gov/tn/educators/scholastic.html>

+Cost

### **The Great Body Shop**

Grades preK-6

\*Evaluated program

Encourages students to make life-long healthy choices including healthy nutrition and physical activity. Comprehensive health education program. Topics include:

- Critical thinking
- Life skills
- Health values

Available in English and Spanish; parent bulletins in seven languages

Sponsor: The Children's Health Market

<http://www.thegreatbodyshop.net>

+Cost

### **Health Database**

Grades 2-5

Students analyze the content of school lunches to see if the lunches are balanced.

Sponsor: Ask ERIC Lesson Plan

Five class periods

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Health: Winning with Nutrition**

Grades preK-2

Look at athletes and what they eat, use food pyramid, taste various foods, and play quiz games.

Sponsor: PBS

Covers one class period but format may be used multiple times to teach new concepts about nutrition and healthy eating, with additional topics included.

<http://www.pbs.org/teachersource/prek2/issues/pflesson/health.shtm>

Free

### **HeartPower**

Grades K-2

Teaches students about the heart and how to keep it healthy. Includes physical activity, nutrition, and living tobacco-free. Science-based lessons and handouts.

- What is the Heart? – lesson idea
- What Does the Heart Do? – lesson idea
- How Does the Heart Work? – lesson idea
- Why Do We Eat Food? – lesson idea (role of nutrients in food)

- Choosing Healthful Foods – lesson idea (encourages children to eat a variety of healthy foods and plan healthy meals)
- “Gimme 5” – lesson idea (encourages children to eat a variety of healthy foods)
- What is Smoking? – lesson idea
- How Does Physical Activity Help Your Body? – lesson idea (physical activity helps your body grow strong and stay healthy)
- How Muscles Work – activity sheet
- Follow the Blood – activity sheet
- What Foods Do You Need? – activity sheet
- Making Healthful Choices – activity sheet
- Fruits and Vegetables – activity sheet
- Activities for the Heart – activity sheet
- “Take a Look Inside of You” – visual quick activity

Sponsor: American Heart Association

<http://www.americanheart.org/presenter.jhtml?identifier=3003406>

Free

### **Pyramid Cafe**

Grade 2

Program to teach students about healthy eating habits, sound nutrition, and the Food Guide Pyramid. Lessons based on opening a restaurant and teaching other children about good nutrition.

Includes 10 lessons, teachers guide, workbook for each student, food pyramid poster, handouts, additional activities.

Sponsor: National Dairy Council

<http://www.nutritionexplorations.org>

Free

### **Vitamins are Elementary**

Students learn about vitamins and the effects of vitamins on their bodies. Five lessons:

- Choosing vitamin-rich foods
- What vitamins are in foods?
- What are antioxidants?
- How do vitamins affect the body?
- How to identify antioxidants?

Sponsor: Fresh Starts

[www.freshstarts.com/teachers\\_index.cfm](http://www.freshstarts.com/teachers_index.cfm)

Free

## **Instructional Lessons**

### **Breakfast, Lunch, and Dinner with Gregory**

Grades K-2

Create a nutritious breakfast, lunch, and dinner and feed Gregory the goat.

Sponsor: Ask ERIC Lesson Plan

Three class periods

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Healthy Eating**

Grades K-3

Use newspaper ads to create healthy menus students would eat.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Is it Fruit?**

Grades 2-4

Students learn what constitutes a fruit and that only 100% juice should be considered a fruit.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Mission Nutrition**

Grades K-5 (K-1; 2-3; 4-5)

Three units related to promoting healthy body image, healthy eating, and physical activity.

Includes lesson plans and student activities.

Sponsor: Dietitians of Canada and Team from Kellogg Canada, Inc.

[http://www.missionnutrition.ca/english/teachers/teachers\\_home.asp](http://www.missionnutrition.ca/english/teachers/teachers_home.asp)

Free

### **Nutrition – Food Pyramid Book and Game**

Grades 2-6

Students create a food pyramid and classify foods.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Nutrition Lesson Plan**

Grades 2-3

Students create healthy meals for a fictitious restaurant or for the cafeteria.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **Pyramid Relay**

Grade 2

Students learn how to use the food pyramid.

Sponsor: Ask ERIC Lesson Plan

One class period

<http://askeric.org/cgi-bin/lessons.cgi/Health/Nutrition>

Free

### **School Enrichment Nutrition Project**

Grades 2-3

Lessons, worksheets, and parent letters to encourage healthy eating.  
Sponsor: Virginia Cooperative Extension  
Contact: Local County Extension Office  
Free

### **Additional Instructional Resources**

- Review 1.2f
- Figuring Out Food Labels – [http://www.kidshealth.org/kid/stay\\_healthy/food/labels.html](http://www.kidshealth.org/kid/stay_healthy/food/labels.html)
- Food Guide Pyramid – <http://www.usda.gov/cnpp/DietGd.pdf>
- Food Guide Pyramid for Young Children – <http://www.cnpp.usda.gov>
- “Food Labels” – <http://www.healthteacher.com>
- “The Fruit Group” – <http://www.healthteacher.com>
- Michigan Team Nutrition Booklist – <http://www.tn.fcs.msue.msu.edu>
- Milk Matters for Your Child’s Health – <http://www.nichd.nih.gov/milk/MilkMattersBooklet1.pdf>
- “The Most Important Meal of the Day” – <http://www.healthteacher.com>
- “Nutrients and Food Groups,” Grade 2-3 – <http://www.healthteacher.com>
- New York Online Access to Health – <http://www.noah-health.org>
- Southeast Dairy Association for Free Student Workbooks – <http://www.southeastdairy.org>
- Vitamins are Elementary – [http://www.freshstarts.com/teachers\\_index.cfm](http://www.freshstarts.com/teachers_index.cfm)

### **Assessment Ideas**

The student will:

- fill in the food groups on the five tiers of the pyramid.
- keep a record of all the foods they eat in a day and compare their log to the foods on the food guide pyramid.
- plan a healthy meal with pictures of foods pasted on a plate. Make sure all the food groups are represented.

## Knowledge and Skills Second Grade

### Standard of Learning

- 2.2 The student will explain that personal health decisions and health habits influence health and well-being throughout life. Key concepts/skills include:
- b) the addictive nature of drugs, alcohol, and tobacco;

### Understanding the Standard

The student will understand that alcohol, tobacco, and other drugs can be addictive.

### Essential Knowledge and Skills

The student will:

- define addiction. (body needs a drug to function or the brain relies on a drug for a sense of well-being. Physical dependence, psychological dependence, or withdrawal – often includes both physical and psychological symptoms)
- identify the addictive substances in:
  - drugs and alcohol; (narcotics, stimulants, THC, etc.) and
  - tobacco. (nicotine – very addictive for young people)
- describe the effects that:
  - drugs and alcohol have on the brain and body; (effect concentration, balance, vision, memory, and organ function) and
  - tobacco has on the brain and body. (shortness of breath, cancer, lung and heart disease.)

### Instructional Resources

- “Be Smart, Don’t Start!” – <http://www.healthteacher.com>
- “Drugs and Goals Don’t Mix” – Grades 2-3 – <http://www.healthteacher.com>
- “Hazardous to My Health” – <http://www.healthteacher.com>
- Tips 4 Youth Tobacco Information and Prevention Source (TIPS) – <http://www.cdc.gov/tobacco/tips4youth.htm>
- Kid Safety on the Internet – “Slide Show” – <http://www.ou.edu/oupd/kidsafe>
- Understanding The Nature of Addiction – <http://www.asap-texas.org/sainfo.htm>
- Drug and Violence Prevention – <http://dave.esc4.net>

### Assessment Ideas

The student will:

- identify the effects of tobacco, alcohol, and other drug addictions.
- develop a safe and drug-free pledge.

# Knowledge and Skills Second Grade

## Standard of Learning

- 2.2 The student will explain that personal health decisions and health habits influence health and well being throughout life. Key concepts/skills include:
- c) the need for regular health check-ups and screening;

## Understanding the Standard

The student will describe the need for regular health check-ups.

## Essential Knowledge and Skills

The student will:

- describe a medical check-up or health screening.
- identify why we need regular check-ups. (catch problems early, monitor growth and development, for immunizations)
- identify types of health check-ups. (dental, vision, hearing, or physical exam)
- identify people who provide well-care exams. (school nurse, doctor, nurse, dentist, optometrist, etc.)

## Instructional Resources

- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com>
- People, Places and Things That Help Me – <http://www.kidshealth.org>
- <http://www.healthteacher.org>
- Healthfinder – <http://www.healthfinder.gov/default.htm>
- Children's Medical Group – <http://www.childrensmedgroup.com/library/kids/checkups.htm>

## Assessment Ideas

The student will:

- describe why they need to have regular check ups.
- describe a physical exam.

# Knowledge and Skills Second Grade

## Standard of Learning

- 2.2 The student will explain that personal health decisions and health habits influence health and well being throughout life. Key concepts/skills include:
- d) the importance of learning and using refusal skills;

## Understanding the Standard

The student will understand the importance of making good decisions and using refusal skills.

## Essential Knowledge and Skills

The student will:

- describe how to say “NO” to situations that your parents have taught you to avoid. (say NO in a firm voice and give reasons for saying NO)
- describe how to avoid things that may hurt them. (walk away, tell an adult, avoid people who tell you to do bad things, etc.)

## Instructional Resources

- <http://www.healthteacher.com> – “Drugs and Goals Don’t Mix”
- DARE
- <http://www.kidshealth.org>
- New York Online Access to Health – <http://www.noah-health.org>
- K-6 Life Skills Learning Objectives – [http://www.lifeskills4kids.com/learning\\_objectives.htm](http://www.lifeskills4kids.com/learning_objectives.htm)
- Refusal Skills – [http://www.uen.org/utahlink/lp\\_res/prev001.html](http://www.uen.org/utahlink/lp_res/prev001.html)
- Drug and Violence Prevention – <http://dave.esc4.net>

## Assessment Ideas

The student will:

- write a story about how their family and friends influence their choices.
- discuss why it is important to choose their friends wisely.

## Knowledge and Skills Second Grade

### Standard of Learning

- 2.2 The student will explain that personal health decisions and health habits influence health and well-being throughout life. Key concepts/skills include:
- e) the use of nonviolent strategies to resolve conflicts.

### Understanding the Standard

The student will learn skills to resolve problems responsibly using conflict resolution skills.

### Essential Knowledge and Skills

The student will:

- determine why conflict is a natural part of relationships. (disagreements)
- identify common conflicts among second graders.
- list steps for resolving conflicts in a responsible way:
  - remain calm;
  - listen to each other and define the conflict;
  - use I-messages to express feelings about what happened;
  - discuss possible solutions;
  - compromise on a solution; or
  - ask a trusted adult for help if you cannot agree on a solution. (mediator)

### Instructional Resources

- <http://www.healthteacher.com> – “Conflict Resolution”
- [Teaching Children About Health, A Multidisciplinary Approach](http://www.morton-pub.com) – <http://www.morton-pub.com> – “Mental Health”
- Your Early Learner: Solving Conflicts – [http://www.scholastic.com/smartparentting/earlylearner/social/pre\\_resolveconflicts.htm](http://www.scholastic.com/smartparentting/earlylearner/social/pre_resolveconflicts.htm)
- Five Steps to Resolving Conflicts – <http://www.renton.wednet.edu/doi/rfe/Home%20and%20School%20Connection/hs0102e.pdf>
- Resolving Conflicts on the Playground – <http://www.esrnational.org/playgrd.html>
- Drug and Violence Prevention – <http://dave.esc4.net>

### Assessment Ideas

The student will:

- explain why conflict is a natural part of relationships.
- describe how to settle a disagreement in a responsible way.

# Knowledge and Skills Second Grade

## Standard of Learning

- 2.3 The student will describe the influences and factors that impact health and well-being.  
Key concepts/skills include:  
a) heredity;

## Understanding the Standard

The student will learn how heredity affects our health and growth and development.

## Essential Knowledge and Skills

The student will:

- define heredity.
- describe traits that one inherits from birth parents.
- describe some health conditions that are caused by heredity. (nearsightedness, hearing impairment, heart disease, etc.)

## Instructional Resources

- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – “Sexual Health, Family Life, Genetic History, and Relationships”
- “Family Connections” – <http://www.healthteacher.com>
- Genetic Science Learning Center – <http://gslc.genetics.utah.edu>
- Heredity K-4 Lesson – <http://scnc.perry.k12.mi.us/MasterScience/lshere.html>

## Assessment Ideas

The student will:

- identify traits they have inherited from their birth parents.
- discuss how some health conditions are caused by heredity and how they can be reduced by responsible health behaviors.

## Knowledge and Skills Second Grade

### Standard of Learning

- 2.3 The student will describe the influences and factors that impact health and well-being.  
Key concepts/skills include:  
b) the environment;

### Understanding the Standard

The student will learn how to protect the environment and how pollution impacts our health.

### Essential Knowledge and Skills

The student will:

- define the environment. (air, land, and water)
- define pollution. (harmful matter or noise that gets into the environment)
- describe how pollution impacts one's health. (certain gases, noise, or smoke in the air; trash or chemicals in our water; and waste materials and chemicals dumped on our lands may make us sick)
- describe why it is important for everyone to protect the environment. (because we all create pollution)
- identify how to save resources and prevent pollution. (conserve, recycle, or reuse items and properly dispose of chemicals and trash)

### Instructional Resources

- “The Environment and the Community” – [http://www.healthteacher.com/lessonguides/2-3\\_index.asp](http://www.healthteacher.com/lessonguides/2-3_index.asp)
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – “Environmental Health”
- NIEHS Kids' Pages – <http://www.niehs.nih.gov/kids/home.htm>
- National Center for Environmental Health – <http://www.cdc.gov/nceh>

### Assessment Ideas

The student will:

- create posters with drawings that show how our physical environment affects our health and how to reduce pollution.
- set goals to reduce pollution in their school and community.

## Knowledge and Skills Second Grade

### Standard of Learning

- 2.3 The student will describe the influences and factors that impact health and well-being.  
Key concepts/skills include:  
c) germs and diseases;

### Understanding the Standard

The student will understand how germs are spread and how to protect themselves from diseases.

### Essential Knowledge and Skills

The student will:

- describe germs and how germs are spread. (germs can make you sick and are everywhere – in the air, on objects you touch, in the water you drink, on the food you eat, etc.)
- identify how germs enter the body. (through the mouth, nose, or broken skin)
- describe ways to prevent the spread of germs. (wash hands, don't share drinks, use tissues, and cover your mouth when coughing)
- determine how one gets well if a germ has made you sick. (the body has defenses to fight germs)

### Instructional Resources

- Review K.2 c
- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com>
- <http://www.healthteacher.com>
- Germs Everywhere – <http://www.teachnet.com/lessons/health/germs041999.html>
- How To Survive The Common Cold – <http://www.eduplace.com/rdg/genact/survival/survive.html>
- Germs and Diseases K-2 Lesson – <http://www.sciencenetlinks.com/lesson.cfm?BenchmarkID=6&DocId=49>
- Curriculum/Training: Germs Spread – [http://www.education-world.com/a\\_curr.curr016.shtml](http://www.education-world.com/a_curr.curr016.shtml)

### Assessment Ideas

The student will:

- describe germs and how germs are spread.
- keep a one-week log of ways they prevented the spread of germs at home and at school.

# Knowledge and Skills Second Grade

## Standard of Learning

- 2.3 The student will describe the influences and factors that impact health and well-being.  
Key concepts/skills include:  
d) different customs and traditions;

## Understanding the Standard

The student will understand that certain beliefs, customs, and traditions may influence health.

## Essential Knowledge and Skills

The student will:

- identify customs and traditions. (family, religious, etc.)
- describe ethnic foods. (foods eaten by people of a specific culture)
- identify how dietary customs and traditions may affect health. (vegetarian, fasting, etc.)
- explain how physical activity customs and traditions may affect health. (may encourage regular physical activity, may ban certain or all physical activities)
- identify how health care customs and traditions may affect health. (regular preventive check ups, may believe the mind can heal the body without the help of medicine, etc.)

## Instructional Resources

### Feeding Minds, Fighting Hunger

Grades K-5

International classroom for exploring the problems of hunger, malnutrition, and food insecurity.

- What is Hunger and Who are the Hungry?
- Why are People Hungry?
- What Can We Do to Help End Hunger?

Three or more class periods

Contact: [http://www.feedingminds.org/level1/pri\\_level.htm](http://www.feedingminds.org/level1/pri_level.htm)

Free

## Instructional Lessons

### Cooking with Kids Albuquerque

Multicultural food education program to improve students' nutrition by learning about culturally diverse foods that are healthy and appealing. Hands-on approach to cooking, modeling healthy food choices in the classroom or cafeteria, and teaches basic cooking skills. Encourages parent involvement by providing cooking classes to low income students in summer literacy programs.

Sponsor: Locally and state-funded

Email: [hopen@doh.state.nm.us](mailto:hopen@doh.state.nm.us)

Free

## Additional Instructional Resources

- Blue Web'n – <http://www.kn.pacbell.com/wired/bluewebn/index.html>
- CyberBee – <http://www.infotoday.com/MMSchools/MMStocs/MMScybertoc.html>
- Elementary Health Lessons – <http://www.gsu.edu/~wwwche/elessons.htm>

- Internet Detectives – <http://www.mmsd.org/tnl/detectives/index.htm>
- Michigan Team Nutrition Booklist – <http://www.tn.fcs.msue.msu.edu>
- Texas Department of Health-Kids Corner – <http://www.tdh.state.tx.us/kids>
- Yahoooligans! The Web Guide for Kids – <http://www.yahoooligans.com>

### **Assessment Ideas**

The student will:

- identify customs and traditions in their community.
- write a short story about people who live in a different country and describe their dietary, physical activity, and health care customs and traditions.

# Knowledge and Skills Second Grade

## Standard of Learning

- 2.3 The student will describe the influences and factors that impact health and well-being.  
Key concepts/skills include:  
e) self-image related to personal success;

## Understanding the Standard

The student will understand that having self confidence will help lead to personal success.

## Essential Knowledge and Skills

The student will:

- define self-image or self esteem. (how one feels about oneself)
- identify their personal strengths, assets, and desirable traits.
- determine how a good self-image leads to success. (affects many areas of life, including choices we make, how we get along with others, how well we do in school, and how we cope with life)

## Instructional Resources

- “I’m Unique” – <http://www.healthteacher.com>
- How Does PE Improve My Self-Image and Aid in My Personal Development? – <http://library.thinkquest.org/T0211609/page7.html>
- How Can We Strengthen Children's Self-Esteem? – [http://www.kidsource.com/kidsource/content2/strengthen\\_children\\_self.html](http://www.kidsource.com/kidsource/content2/strengthen_children_self.html)

## Assessment Ideas

The student will:

- describe someone with a positive self-image.
- write or tell a short story about how a positive self-image can help them to accomplish many things.
- describe how their personal assets and strengths give them a sense of power.

## Knowledge and Skills Second Grade

### Standard of Learning

- 2.3 The student will describe the influences and factors that impact health and well-being.  
Key concepts/skills include:  
f) disappointment, loss, grief, and separation.

### Understanding the Standard

The student will understand how the stress of disappointment, loss, grief, and separation impacts health.

### Essential Knowledge and Skills

The student will:

- define disappointment, loss, grief, and separation.
- identify helpful ways to deal with disappointment, loss, grief, and separation.
- list harmful ways of dealing with disappointment, loss, grief, and separation.
- identify the different stages of grief or feelings of loss:
  - shock and fear;
  - emotional release;
  - panic;
  - guilt;
  - hostility/anger;
  - sorrow;
  - inability to resume normal activities; and
  - acceptance.

### Instructional Resources

- Teaching Children About Health, A Multidisciplinary Approach – <http://www.morton-pub.com> – “Children’s Experience with Loss, Dying, and Death”
- How Children Grieve – <http://griefnet.org/KIDSAID/dougypage.html>
- Coping With Change – Loss and Grief – [http://www.kids.cyh.com/cyh/kids/detail.html?topic\\_id=1455&11=6](http://www.kids.cyh.com/cyh/kids/detail.html?topic_id=1455&11=6)

### Assessment Ideas

The student will:

- role-play harmful and then helpful reactions to disappointment, loss, grief, and separation.
- identify three stages of grief or feelings of loss.

## **Information Access and Use Second Grade**

### **Standard of Learning**

- 2.4 The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include:
- a) health care professionals, resources, and services;

### **Understanding the Standard**

The student will identify or describe the influence that health resources and health professionals have on their personal health.

### **Essential Knowledge and Skills**

The student will:

- identify health resources in their community. (water treatment plants, garbage collection, county dump, local health department, etc.)
- identify health resources in the state, nation, and world. (environmental policies to reduce pollution, immunization strategies, etc.)
- understand the function of a variety of health resources.
- identify different types of health professionals. (health education teacher, emergency medical technician, school nurse, physician, school psychologist, dietitian, optometrist, dental hygienist, guidance counselor, etc.)
- describe how health professionals keep individuals and communities healthy. (doctors, technicians, and counselors provide services to help keep people healthy)
- demonstrate ways to locate and contact health resource agencies and health professionals in the community.
- explain how health resources and health professionals contribute to life-long health. (health resources are essential for a healthy community and world)

### **Instructional Resources**

- Department of Public Health
- Children's Safety Network
- American Red Cross
- American Heart Association

### **Assessment Ideas**

The student will:

- identify and describe the function of two health resources in their community.
- draw a picture of a health professional and illustrate how the health professional helps people in the community.

## **Information Access and Use Second Grade**

### **Standard of Learning**

- 2.4 The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include:
- b) emergency services;

### **Understanding the Standard**

The student will understand that emergency services provide essential medical care for individuals and communities.

### **Essential Knowledge and Skills**

Students will demonstrate ways to locate and contact emergency services in their community.

### **Instructional Resources**

- Emergency Services Information
- County Manager's Office
- Department of Public Health
- Children's Safety Network
- American Red Cross – Children's Emergency Services – <http://www.redcross.org>
- Emergency Medical Services for Children – <http://www.ems-c.org>
- Virginia Department of Emergency Management – <http://www.vdem.state.va.us>

### **Assessment Ideas**

The student will:

- locate on the city map the nearest police station to their homes.
- find the section of the phone directory where emergency numbers are listed.

## **Information Access and Use Second Grade**

### **Standard of Learning**

- 2.4 The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include:
- c) print, audiovisual, and electronic media.

### **Understanding the Standard**

The student will identify print, audiovisual, and electronic media sources that provide health information.

### **Essential Knowledge and Skills**

The student will:

- identify print, audiovisual, and electronic media sources that provide health information:
  - in their community; and
  - in the state, nation, and the world.

### **Instructional Resources**

- Telephone directory/yellow pages
- County Manager's Office
- Department of Public Health
- Children's Safety Network
- American Red Cross - BAT (Basic Aid Training) and Children's Emergency Services Video
- American Heart Association
- Virginia Department of Health – <http://www.vdh.state.va.us>

### **Assessment Ideas**

The student will locate a printed, audiovisual, or electronic media source that provides health information.

## **Community Health and Wellness Second Grade**

### **Standard of Learning**

- 2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts/skills include:
- a) the impact of verbal and nonverbal aggressive behaviors;

### **Understanding the Standard**

The student will understand how to effectively handle verbal and nonverbal aggressive behaviors.

### **Essential Knowledge and Skills**

The student will:

- define consideration. (thinking about other people and their feelings)
- define verbal. (words)
- define non-verbal. (body actions)
- describe aggressive. (forceful, physical)
- define impact. (the effect on something)
- describe a bully. (when a stronger, more powerful person hurts or frightens a smaller or weaker person deliberately and often repeatedly)
- identify how to stop bullying.
- determine ways to stay safe from bullies.
- identify their feelings about aggressive behavior towards themselves and others.
- list ways to treat other people with consideration and respect.

### **Instructional Resources**

- Refer to SOL 2.2
- [Bully Free Classroom](#), Allan L. Beane, Free Spirit Publishing Inc. 217 Fifth Avenue North Suite 200 Minneapolis, MN 55401-1299 ISBN 1-57542-05406
- Character Education Lesson Plans
- Dealing with Bullies – <http://kidshealth.org/kid/feeling/emotion/bullies/html>

### **Assessment Ideas**

The student will:

- describe verbal and nonverbal aggressive behaviors.
- role-play ways to stay safe from bullies.

## Community Health and Wellness Second Grade

### Standard of Learning

- 2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts/skills include:
- b) the effects of personal health decisions on other individuals.

### Understanding the Standard

The student will understand the steps for making a good decision, and how personal health decisions impact individuals and others.

### Essential Knowledge and Skills

The student will:

- define a decision. (deciding to do something)
- describe personal health. (having a healthy body, healthy mind, getting along well with others, etc.)
- define peer pressure. (people of the same age try to influence how you act)
- use a Decision-Making Model:
  - identify that you need to make a decision;
  - state the problem;
  - list some choices you can make;
  - think about how each choice could come out;
  - decide on one of the choices; and
  - evaluate whether you made a good decision.

### Instructional Resources

- Refer to SOL 2.2
- <http://www.healthteacher.com>
- Dealing with Peer Pressure – [http://kidshealth.org/kid/feeling/friend/peer\\_pressure.html](http://kidshealth.org/kid/feeling/friend/peer_pressure.html)

### Assessment Ideas

The student will:

- identify steps for making a decision.
- discuss the effects personal health decisions may impact on the individual and others.